



# Missouri Teacher Preparation Institution PROFILE

## UNIVERSITY OF MISSOURI-COLUMBIA

### GENERAL INFORMATION

#### About the Institution

- The University of Missouri was established in Columbia in 1839 as the first public university west of the Mississippi River. In 1870, the university was approved as a land-grant university under the Morrill Act of 1862. The University of Missouri-Columbia, with its 18 schools and colleges, is Missouri's selective, research university with a statewide mission at the professional and doctoral level. MU provides enhanced opportunities and challenges in the undergraduate areas of humanities, arts and science, and in selected professional fields, and its mission in research and doctoral education provides the basis for service to the people of the state via outreach programs.

Source: Undergraduate Catalog, University of Missouri-Columbia, 1999-2001

- Enrollment\* **22,154** (18,058 undergraduates)

Non-resident Alien	5.6%
African American	6.0%
American Indian	0.5%
Asian	2.5%
Hispanic	1.6%
White	85.7%
Other	3.3%

Missouri residents 83% (undergraduates)

Male	45%
Female	55%

\*Fall 2000 Headcount

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges\* 375

\*Fall 2001 degree-seeking undergraduate students

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students<sup>1</sup> 2525

Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)<sup>2</sup> 116

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Admission to the freshman class is based on a student's probability of success with MU coursework. Factors considered include the applicant's ACT score, class rank and high school core course work.

Source: Undergraduate Catalog, University of Missouri-Columbia, 1999-2001

- Average ACT Score of 1995 Freshmen Class\*<sup>3</sup> 25.1

\*Fall 1995 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

Compiled  
by the  
Missouri  
Department of  
Elementary  
and Secondary  
Education

December 2001

- Tuition & Fees, Typical Full-time Undergraduate Student\*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$4,726.36	\$12,895.36

\*2000-2001 academic year

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a& 13b)

## About the Education Program

- Educator preparation is predicated upon three design principles. These principles state that the programs must 1) be organized around the problems of practice, 2) provide opportunities for reflection-in-action and reflection-about-action among novices and experts, and 3) include assessment of student performance in complex situations of practice, appropriate to the practitioner's level of training.

The teacher preparation program is based on and structured around the 10 MoSTEP Quality Indicators. Knowledge and competencies are demonstrated by candidates throughout the program and catalogued in a certification portfolio focused on effective practices, reflective processes, and inquiry.

The program is divided into four phases:

- Phase I—Students are immersed into the discipline and culture of teaching and learning. Experiences are primarily dedicated to the learner and address areas including learning and development, instructional strategies, classroom and behavior management, assessment, diversity and technology.
- Phase II—Focus increasingly shifts to the students' chosen teaching discipline and the specific applications of Phase I skills to a particular subject and/or level. Additionally, students learn how to navigate the social and political climates of schools and to view the school as part of the community.
- Phase III—This is a 16-week student teaching internship with capstone experience.
- Phase IV—After a student graduates from MU, the "Induction Years" program is designed to support and further the learning of first- and second-year teachers.

The governance structure of the program includes an assistant dean for undergraduate studies and Teacher Development Program. Additionally, there is a Teacher Development Program Committee comprised of faculty, college-wide, who provide direction and oversight.

Source: University of Missouri-Columbia, August 2000

- Enrollment in Undergraduate Professional Education Programs\* **1019**

American Indian	0.4%
Asian	0.8%
African American	4.0%
Hispanic	1.4%
White	94.5%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	1.3%
Missouri residents	<b>93%</b>
Male	20.4%
Female	79.6%

\*Fall 1999 Headcount (full-time students)

Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000

Transfer Students from Missouri Public Community Colleges\* 31\*

Source: MU Student Information Systems; calendar year 1999

Missouri Teacher Education Scholarship Students <sup>4</sup> 239

Missouri Minority Teaching Scholarship Students <sup>5</sup> 13

Source: Missouri Department of Elementary and Secondary Education

- **Education Program Entrance Requirements**

Following are baseline criteria for admittance to Phase II of the Undergraduate Teacher Development Program\*:

- current enrollment in the College of Education
- 2.750 MU and overall GPA
- 22 on ACT or 1010 on the Recentered SAT
- 235 on each subtest of the C-BASE
- English 20 and Math 10 with a 2.000\*\* or better
- satisfactory completion of any selected additional course in the certification major
- possession of characteristics associated with effective performance in a professional role at the level(s) and in the major(s) selected
- approved degree plan (approval by faculty in certification area)
- demonstration of competence of Phase I learning markers (as documented by Inquiry into Learning instructors)

*\*In limited enrollment areas, additional evidence may be required of applicants.*

*\*\*A straight C is considered a 2.000; C- is equivalent to 1.700.*

*Source: Undergraduate Catalog, University of Missouri-Columbia, 1999-2001*

- **Information about Education Program Completers<sup>6</sup>**

**Completers of 1999-2000 teacher preparation program**

**267**

**Age**

Under 25	80%
25-34	15%
35-44	3%
45-54	0.40%
55 and over	0%
Unknown	2%

*Semesters: Fall 1999, Winter 2000, and Summer 2000*

*Source: Missouri Department of Elementary and Secondary Education*

**Average ACT score<sup>7</sup> (applicants for certification)**

**25**

*Source: Missouri Department of Elementary and Secondary Education: Certification Files*

**C-BASE scores<sup>8</sup>**

**Passed all five subjects *first time***

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
234	215	236	461	338	248	428	329	257	479	373	248	453	349	235	468	330

**Passed all five subjects, *one or more attempts* through December 1998**

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
234	231	236	461	334	248	428	329	257	479	370	242	453	346	235	468	329

*\*state median score*

*Source: Assessment Resource Center*

**Employed in Missouri public schools<sup>9</sup> in 2000-2001\***

**180 (67%)**

Missouri Public School districts employing University of Missouri - Columbia  
1999-2000 program completers

**76**

**Major Employers of University of Missouri - Columbia 1999-2000 program completers**

Columbia School District 93	45	Rockwood R VI	9
Parkway C-2	12	Southern Boone Co R-I	5

*Source: Missouri Department of Elementary and Secondary Education*

Program completers in private school or out-of state **25 (9%)**

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

\*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

## RESOURCES

### Institution

- Full-time Faculty at UMC **2,480**

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

### Education Program

- Full-time Education Program Faculty **52**

American Indian	1
Asian	1
African American	0
Hispanic	4
White	46
Nonresident Aliens	0
Other	0

Male	21
Female	31

Doctorate Degree	51
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Missouri Teaching Certificate	16
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National Board Certification	0
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- Adjunct Education Program Faculty **46**

Full-time with the institution, part-time in education 3

Part-time in education 43

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio\* **18.8:1**
- Average Class Size\* **Not Reported**

\*undergraduate and graduate program

Source: University of Missouri-Columbia, Office of Institute Research, May 1999

### Education Program

- Student-to-Faculty Ratio **19.5:1** (full-time faculty)  
**12.1:1** (full-time and adjunct faculty)

- Average Class Size **20-25**

Source: University of Missouri-Columbia Office of Institute Research, May 1999

- Educational Philosophy

The vision of the College of Education is to change Missouri and the nation one infant, one child and one adult at a time through excellence in instruction, scholarship and service.

To achieve this vision the College is dedicated to increasing research-based, professional practice that enables people to achieve their highest potential. For most, this will include higher levels of abstract, conceptual learning that can be applied to real world problems. For some, it may include basic and functional skills necessary for independent participation in society.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- **Practical Experience Requirements for Education Majors**

Every professional education course has an accompanying field experience. This begins in the first semester of the sophomore year and occurs every semester of the program until graduation. The final semester of the program is a 16-week student teaching internship.

*Source: University of Missouri-Columbia, May 1999*

- **Information about supervised student teaching**

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? **267**
- Total number of supervising faculty for the teacher preparation program during 1999-2000: **46**
- The student/faculty ratio was: **5.8/1**
- The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **16**. The total number of hours required is **640** hours.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- **Professional Development School(s)**

The College of Education is part of the MU Partnership for Educational Renewal with 20 public school districts, the College of Arts and Science, the Department of Elementary and Secondary Education, and the Learning Exchange. The executive director of the partnership facilitates a variety of programs that connect public schools to the College of Education in ways that benefit the ongoing activities of both. Additionally, all College of Education field experiences are facilitated through the partnership.

*Source: University of Missouri-Columbia Office of Institute Research, May 1999*

- **Co-curricular Programs**

Co-curricular activities in the College of Education include the Undergraduate Education Student Council, Education Ambassadors, Education Honor Society, and numerous student chapters of professional organizations.

*Source: University of Missouri-Columbia Office of Institute Research, May 1999*

- **Instructional Technology Requirements**

The College of Education uses the International Society for Technology Education standards as the minimum standards for students. The ISTE standards reflect professional studies in education providing fundamental knowledge, skills and attitudes for applying information technology in educational settings. All candidates seeking initial certification or endorsements in teacher preparation programs will meet these educational technology foundation standards.

*Source: University of Missouri-Columbia, April 2000*

## PERFORMANCE

- Missouri certificates\* issued to **UMC** education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Agricultural Education	9-12	9
Art	K-12	4
Business Education	9-12	1
Business Education Except Shorthand	9-12	6
Drama	5-9	1
Early Childhood Education	B-3	23
Elementary Education	1-6	72

English	9-12	22
French	K-9	2
French	K-12	2
General Family and Consumer Sciences	9-12	3
German	K-12	3
Industrial Technology	9-12	1
Marketing	9-12	3
Mathematics	9-12	13
Middle School: Language Arts	5-9	9
Middle School: Mathematics	5-9	15
Middle School: Science	5-9	8
Middle School: Social Studies	5-9	17
Mild/Moderate: Behavior Disordered	K-12	4
Mild/Moderate: Cross Categorical	K-12	1
Mild/Moderate: Learning Disabled	K-12	3
Mild/Moderate: Mentally Handicapped	K-12	5
Music – Instrumental	K-12	7
Music – Vocal	K-12	1
Physic	9-12	1
Social Science	9-12	23
Spanish	K-9	1
Spanish	K-12	12
Speech/Language Specialist	K-12	4
Speech/Theatre	9-12	4
Unified Science: Biology	9-12	13
Unified Science: Chemistry	9-12	3
<b>Total</b>		<b>296</b>

\*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education

- Performance of Program Completers\* on Praxis II Exit Exam <sup>10</sup>

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Agriculture	9	100%	490	626	605	590
Art: Content Knowledge	5	100%	153	177	171	173
Biology: Content Knowledge	13	100%	156	174	171	169
Business Education	7	100%	550	663	641	630
Chemistry: Content Knowledge	1	100%	142	+	163	153
Early Childhood Education	22	100%	550	692	672	660
Elem. Ed.: Curriculum, Instruction, & Assessment	73	100%	164	186	180	179
English Lang., Lit. & Comp.: Content Knowledge	22	96%	158	179	176	176
English Language and Literature	2	100%	500	655	615	590
Family & Consumer Science	3	100%	560	693	675	640
French	1	100%	500	+	651	630
German: Content Knowledge	3	100%	161	180	181	185
Marketing Education	3	100%	161	733	733	720
Mathematics	1	100%	550	+	660	600
Mathematics: Content Knowledge	12	100%	137	158	154	143
Music Education: Content Knowledge	8	100%	151	166	164	164
Physical Education	1	100%	530	+	602	630
Physics: Content Knowledge	1	100%	133	+	154	127
Principles of Learning and Teaching (5-9)	25	100%	160	181	177	174
Social Studies: Content Knowledge	24	96%	152	170	171	168
Spanish: Content Knowledge	11	100%	158	175	170	177
Special Education	6	100%	490	682	629	610

Speech Communication	2	100%	530	755	686	660
Speech-Language Pathology	4	100%	560	738	660	670
Technology Education	1	100%	570	+	672	660
<b>Total</b>		99%				

\*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

Source: Educational Testing Service

- Follow-up on UMC Program Completers

Education program completers who received initial Missouri certification in 1994

**252**

*Employed in Missouri public schools in*

1995-96	163 (65%)
1996-97	154 (61%)
1997-98	142 (56%)
1998-99	141 (56%)
1999-00	132 (52%)

*Employed in Missouri public schools in 1999-00, with master's degree*

45 (18%)

*Employed in the same Missouri public school district in*

1995-96	163 (65%)
1995-97	124 (49%)
1995-98	96 (38%)
1995-99	76 (30%)
1995-00	63 (25%)

*Certification Status as of Sept. 1, 2001*

Holding Valid PC I	2 (1%)
Holding Valid PC II	158 (63%)
Lapsed <sup>11</sup>	92 (37%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers <sup>12</sup>

Missouri school districts employing UMC graduates\* **447**

The University of Missouri-Columbia had 8,756 graduates teaching in Missouri public schools during the 200-01 school year.

Columbia 93 employed 13.37 percent (1,171) of the 8,756 graduates teaching in Missouri public schools during the 200-01 school year.

School districts where UMC graduates make up 25-49 percent of faculty

Bowling Green R-I	Higbee R VIII	Moberly	Prairie Home R-V
Cole R-II	Holliday C-2	Moniteau R-V	Salisbury R-IV
Community R-VI	Howard R-II	Montgomery R-II	Shelby C 1
Cooper C-4	Jefferson City	New Franklin R-I	Silex R I
Fayette R-III	Livingston R III	New Haven	South Callaway R-II
Fulton 58	Madison C-3	North Callaway R-I	Sturgeon R-V
Gasconade R-I	Malta Bend R-V	Northeast R-IV	Van Far R-I
Harrisburg R-VIII	Middle Grove C 1	Pike R-III	Westran R-I

School districts where UMC graduates make up 50-74 percent of faculty

Boone R-IV	Cooper R-IV	Southern Boone R-I
Centralia R-VI	Mexico 59	

School districts where UMC graduates make up 75 percent or more of faculty

Columbia 93

*\*Includes all graduates of UMC teaching in the district, not just those who completed the education program*

*Source: Missouri Department of Elementary and Secondary Education*

<u>STARR Teachers</u> <sup>13</sup>	18
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<u>National Board Certified Teachers</u> <sup>14</sup>	13
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<u>Missouri Teachers of the Year</u> <sup>15</sup>	4
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*Source: Missouri Department of Elementary and Secondary Education*

Other Honors and Awards Earned by Graduates

**Not Reported**